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ABSTRACT

Resident Supervisory Support for Teachers (RSST) is a peer supervision program designed to improve classroom instruction by training school personnel to use effective clinical supervision techniques. Participants are trained to help teachers identify strengths and improve their weaknesses. This final evaluation report provides information on the background and progress of the program. The evaluation model used is described and the results are summarized, focusing upon the objectives of the project in disseminating information about the program and implementing the program. Appendixes include: (1) the evaluation model schema; (2) RSST presentation schedule (local); (3) RSST presentation schedule (national); (4) awareness session evaluation; (5) montoring forms; (6) evaluation form; (7) dissemination materials; (8) adoption summary sheet; and (9) a paper: Adopting Superintendent. (JD)

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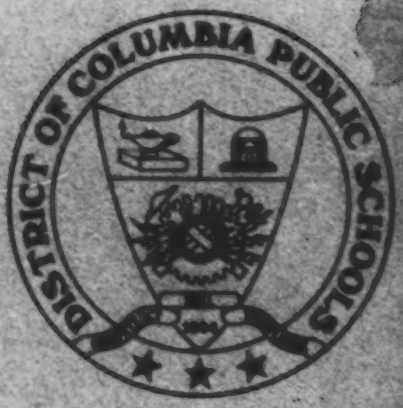

FINAL EVALUATION REPORT

for the

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS

E.C.I.A. CHAPTER 2

August 1986

SP 022 630

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Superintendent of Schools
Chief State School Officer

Gilbert Hoffman
LEA Director, Chapter 2

DIVISION OF QUALITY ASSURANCE

David L. Huie
Director

ECIA CHAPTER 2 EVALUATION UNIT

Marcia McBeath
Director

Helen Louise Pettis
Evaluation Manager

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS

Rosalie Huff
Project Coordinator

Delores Carter
Co-Coordinator

James T. Guines
Program Manager

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SUMMARY AND FINDINGS

Title

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS (RSST)

Project Coordinators

Rosalie Huff, Project Coordinator
Delores Carter, Co-Coordinator

Target Population

Teachers, administrators and supervisory personnel from the District of Columbia schools (public, private and parochial) and school districts throughout the United States

Background

The RSST project was initially developed to assist teachers in improving their classroom instructional skills. The core of the training emphasized a 5-step model developed by Roberts Goldhammer in his book Clinical Supervision. The peer supervisory process is characterized by a mutually supportive teacher-teacher interaction. The peer coach can be an administrator or another teacher who has received training in the clinical supervision method. Video and audio tapes, selected readings, discussions, demonstration, and role play activities are employed to conduct the training. In response to the need for a greater amount of instructional support for teachers than could be provided by the small corps of itinerant supervisors, the original intent of the project was to develop the supervisory capacity/function from within the ranks of DCPS teachers. The project has since expanded to all regions of the DCPS and, as a National Diffusion Network (NDN) validated exemplary project, has been disseminated nationwide to other school systems.

Stated Objectives

A: By June 1986, the RSST program will have been disseminated in the District of Columbia schools (public, private, and parochial) and training provided to interested parties.

B: By June 1986 information about the RSST program will have been disseminated nationwide and training provided on request.

Findings

1. A 30 minute video tape describing the project was produced and disseminated nationally.

2. Two evaluation instruments and two monitoring forms were produced by the project staff.

3. Forty awareness sessions were presented to 1,100 teachers and administrators.

4. Forty sessions were conducted for 1,077 participants in 13 states, the District of Columbia and the U.S. Virgin Islands.

5. Twenty-five follow-up sessions were provided for 540 participants.

6. A sample of raw scores from the RSST follow-up assessment instrument shows a mean equivalent to 83%, exceeding the 70% intended.

7. There were 283 program adoptions, greatly exceeding the expected minimum of 30.

BACKGROUND AND DESCRIPTION

Introduction

Purpose - Resident Supervisory Support for Teachers (RSST) is a peer supervision program designed to improve classroom instruction by training school personnel to use effective clinical supervision techniques. RSST improves classroom instruction in a cost-effective way by training existing school personnel in concepts and strategies of school supervision, with an emphasis on a peer clinical approach. The program helps teachers capitalize on their strengths and improve on their weaknesses.

Need - At a time when teaching in America has been labeled as mediocre and the quality of classroom instruction has been described as lower than a generation ago, an efficient method of providing quality instructional support to teachers needs to be implemented.

Resident Supervisory Support for Teachers (RSST) is an answer to this problem.

This thrust in teacher support calls for making "peer supervision" an integral part of each school's plan for developing and maintaining a quality instructional program.

RSST provides a cost-effective mechanism for improvement of classroom performance across all disciplines and grade levels. RSST addresses the need for a non-threatening, non-evaluative instructional support system which augments the regular supervision program.

History - Resident Supervisory Support for Teachers (RSST) began in Region IV, now Region C, of the District of Columbia Public Schools as a result of the administrators requesting help in providing instructional support for their teachers. The administrators participated in the pilot supervision program in order to enhance their own skills. However, after participating, they recognized that the clinical supervision process was valuable for improving instruction and would be equally valuable for teachers working with teachers. This administrative input led to the present emphasis of the project, the teacher training component, which began in fall 1977. In 1983 the program received initial funding from the National Diffusion Network of the U.S. Department of Education. To date, nearly four thousand (4000) teachers and administrators from public, private and parochial schools in fifteen (15) states, the District of Columbia and the U.S. Virgin Islands have participated in the program.

Description of the Project

This nationally validated program, developed in the District of Columbia Public Schools, is designed to improve classroom instruction by training school personnel in concepts and strategies of school supervision with an

emphasis on a peer clinical approach. Participants are trained to help teachers identify their strengths and weaknesses. The clinical approach can be used with teachers of all disciplines. The ultimate goal of the program is to provide each participating school with a cadre of peer coaches.

The Model - RSST training is based on an adaptation of Robert Goldhammer's 5-step Clinical Supervision Process Model. The stages in the model consist of (1) pre-observation conference, (2) observation, (3) analysis and strategy, (4) post-observation conference and (5) post-conference analysis.

Pre-Observation Conference - In the pre-observation conference the teacher (supervisee) and the supervisor (peer coach) establish the rapport and level of confidentiality which will exist throughout the cycle. During this stage, the problem/need for observation is identified as well as the lesson/activity to be observed. Also, the instructional objective is clarified, the data gathering procedure agreed upon and the time and place of the observation determined.

Observation - During this stage, the peer supervisor or peer coach observes the lesson and records factual data utilizing the procedure agreed upon in the pre-conference.

Analysis and Strategy - In this stage, the peer supervisor/coach analyzes the observation data and the supervisee analyzes his/her instructional performance. They each identify teaching patterns, recurring teaching behaviors, and other factors which are impacting on the teaching/learning experience. Questions are formulated for use in the post-observation conference.

Post-Observation Conference - In the post-observation conference the supervisee shares his/her self-analysis of the lesson/activity. The peer coach shares factual data gathered with his/her analysis of the lesson/activity. The supervisory approach is collaborative and non-directive. Follow-up procedures are discussed and mutually agreed upon by the peer coach and the supervisee.

Post-Conference Analysis - In this stage, the clinical supervision process is critiqued and plans for future interactions are discussed and agreed upon.

EXTERNAL EVALUATION DESIGN-PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design, which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

EVALUATION RESULTS - NARRATIVE SUMMARY

The results of the evaluation are summarized in this section. The summary is based on the information provided for inputs, processes and outcomes in the PMI reporting format which is presented after the summary. Supportive data are provided in the appendix.

OBJECTIVE A: By June 1986, the RSST program will have been disseminated in the District of Columbia schools (public, private, and parochial) and training provided to interested parties.

To comply with National Diffusion Network (NDN) policy, "the project director on staff when the project is approved for funding must remain with the project", this person is called a co-director and is active in the project as a certified trainer and is an elementary school principal. Currently there is an acting director who for the purpose of this report is the co-director referred to as the project coordinator.

The status of all inputs for objective A are in agreement with those that were intended. However, in addition to the ten minute video tape describing the history of the project, a thirty minute video tape was produced during an awareness session which was broadcast nationally from San Jose, California. The video program format, an interview with project coordinator, included nationally phoned in questions about the project. The project coordinator also developed an evaluation instrument, the AWARENESS SESSION EVALUATION, to be found in Appendix D.

The process information observed is in agreement with the processes intended. During this project year in the District of Columbia 13 awareness sessions were conducted for 343 teachers and 10 administrators, initial training was provided for 145 teachers and administrators which included the District of Columbia Public Schools pedagogy specialists and special education support staff, and as of June 30, 113 teachers and three administrators received follow-up training. An instructional supervisor was assigned to facilitate the completion of Practicums and Local School Support Plans by teachers in Region B who received training.

One outcome is in agreement and the remaining three have exceeded the expectation. There were 13, rather than 10, awareness sessions conducted from July 1985 through June 1986 for 353 participants. Initial training was provided for 145 participants including the District of Columba Public Schools pedagogy specialists and special education support staff. Follow-up training was conducted for 116 participants. A sample of raw scores from the RSST follow-up assessment instrument shows a mean score equivalent to 83%, exceeding the mean score equivalent to 70% that was intended. One request for technical assistance was received servicing 10 trained participants, exceeding the number of "at least five" that was intended. From July 1, 1985 to June 30, 1986 there were 78 adoptions of the program in the District of Columbia schools.

OBJECTIVE B: By June 1986 information about the RSST program will have been disseminated nationwide and training provided on request.

The observed inputs are in agreement with the intended inputs. Monitoring and evaluation materials developed were the AWARENESS SESSION EVALUATION form, two monitoring forms CLINICAL SUPERVISION PEER COACHING RECIPIENTS and CLINICAL SUPERVISION PEER COACHES DATA GATHERING, and the evaluation form CLINICAL SUPERVISION IMPLEMENTATION REPORT. These forms are located in Appendixes D, E and F.

The processes observed are in agreement with the intended processes. By request, state facilitators in all states and the U.S. Virgin Islands were disseminated a copy of the 30 minute video tape described in PART I, INPUTS, h. Twenty-three awareness sessions were presented in seven states to 567 participants.

In 13 states and the U.S. Virgin Islands 932 teachers and administrators were recipients of RSST training. Follow-up sessions were conducted in seven states for 424 participants.

The two observed outcomes are in agreement with the intended. However, the second outcome, program adoptions, greatly exceeded the intended minimum of 30 with 205 adoptions from July 1, 1985 to June 30, 1986.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide requesting D.C. schools and school districts throughout the United States with a training program that will (a) present a non-threatening, non-evaluative supervision process/model to help teachers to become more proficient in their classroom instruction; and (b) provide school personnel with a procedure for developing a local school resident supervisory support program.

Objective A: By June 1986, the RSST program will have been disseminated in the District of Columbia schools (public, private, and parochial) and training provided to interested parties.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Project coordinator	Agreement	a. To comply with NDN regulations, the person who was on staff when the project was approved for funding, must remain with the project. The present project coordinator is called the acting director. Both names are listed on the brochures as co-directors. (In this report, the co-director serving as acting director will be referred to as the project coordinator.)
b. Co-coordinator	Agreement	b. The co-coordinator has been appointed to another assignment as an elementary school principal. She continues to be active in the project as a certified trainer and is considered a co-coordinator, nationally.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
c. Certified trainers	Agreement	c. A certified trainer can conduct a training session independently. However, a co-trainer must work with a certified trainer. The project coordinator states that there are four certified trainers and three co-trainers.
d. Secretary	Agreement	d. The project has an assigned secretary (observed by the evaluator.)
e. Staff from the District of Columbia Public Schools to become participants on RSST training staff	Agreement	e. There are six staff members represented by four principals, and two resource teachers, stated the project coordinator.
f. Regional contact persons	Agreement	f. The four regional assistants for instruction have been designated contact persons according to the project coordinator.
g. Telephone	Agreement	g. The telephone was observed and used by the evaluator.
h. Awareness materials and equipment	Agreement	h. Two brochures were examined. The project coordinator stated that there are transparencies, and a ten minute video tape of the project's history. A 30 minute video tape about RSST was made as the program was broadcast nationally from San Jose, California. The video program format, an interview with the project coordinator, included nationally phoned in questions.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
i. Training materials and equipment	Agreement	i. A training manual was examined, and is given free to D.C. participants. The project coordinator stated that there is a VHS video recorder, a monitor, two training tapes, an overhead projector, a screen and transparencies.
j. Follow-up training materials and equipment	Agreement	j. A follow-up folder, observed, is given free to D.C. participants. The project coordinator stated that there are transparencies, three video tapes, an overhead projector/screen, a video recorder and a monitor. Two video tapes are classroom scenes from a middle school and a high school setting. One video tape is used in follow-up assessment.
k. Presentation sites with sufficient space	Agreement	k. The project coordinator stated that Phelps CDC, Draper, Shaed, Bruce-Monroe elementary and Rabaut junior high schools were selected.
l. Project developed evaluation instruments	Agreement	l. The "Workshop Evaluation" form, used for training and awareness, was revised, and is the "Awareness Session Evaluation" instrument.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project coordinator will send first level awareness information to all D.C. Schools.	Agreement	1.1 The project coordinator produced a memorandum announcing RSST Training Sessions to all D.C.P.S. principals, and a package of material was mailed to all private and parochial schools.
1.2 The project coordinator will receive requests for awareness sessions, make preliminary plans and schedule presentations.	Agreement	1.2 Requests were received, plans made and presentations scheduled as evidenced by the RSST Presentation Schedule (July 1985 to June 1986) Appendix B, monthly schedules and the telephone log.
1.3 The project coordinator will prepare materials for the awareness sessions and confirm arrangements.	Agreement	1.3 Materials were prepared and arrangements confirmed as evidenced by the awareness packet handout and the requesting agencies' agenda.
1.4 The certified trainers will present awareness sessions.	Agreement	1.4 As evidenced by the RSST Presentation Schedule (local) 13 sessions were planned and conducted. The evaluator observed sign in sheets from the awareness session held at the D.C. Teachers Convention March 1986, and at Bryan and Payne elementary schools.
1.5 The project coordinator, with technical assistance from the ECIA Chapter 2 evaluator, will develop an awareness evaluation form.	Agreement	1.5 The form "Awareness Session Evaluation" was developed, see Appendix D.
1.6 Participants will complete awareness evaluation forms.	Agreement	1.6 The Workshop Evaluation form was used. The sign-in sheet and evaluation forms for the Bryan/Payne 27 participants were examined.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.1 The project coordinator will receive requests for training sessions, make preliminary plans and schedule presentations.	Agreement	2.1 Requests were received as evidenced by the RSST Presentation Schedule, July 1985 to June 1986.
2.2 The project coordinator will prepare materials for training sessions and confirm arrangements.	Agreement	2.2 Materials were prepared and arrangements confirmed as evidenced by pre-training questionnaires and the RSST Presentation Schedule.
2.3 The project coordinator/ certified trainer will conduct training according to the clinical supervision process described by Robert Goldhammer.	Agreement	2.3 The project coordinator stated that there were six sessions, training 145 participants.
2.4 The project coordinator, with technical assistance from the ECIA Chapter 2 evaluator, will revise the training evaluation form.	Agreement	2.4 The form has been revised, with a copy on file with the evaluator.
2.5 Participants will complete training evaluation forms.	Agreement	2.5 The evaluator examined completed forms.
3.1 After the two day training session project participants will complete a practicum in their schools during which they will practice the five steps of the supervision process.	Agreement	3.1 The project coordinator stated that as evidenced by the regional contact persons some of the participants have completed practicums in their schools.
3.2 The project coordinator/ certified trainers will critique the practicums and provide feedback to the contact persons.	Agreement	3.2 The project coordinator stated that some of the participants have completed this requirement.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
3.3 The project coordinator will prepare materials for follow-up and confirm arrangements.	Agreement	3.3 Follow-up folders were distributed at the sessions, stated the project coordinator.
3.4 The project coordinator will present follow-up sessions.	Agreement	3.4 Follow-up sessions were conducted for Region B administrators and teachers, and for staff at Bruce-Monroe, stated the project coordinator.
3.5 The participants will complete the follow-up assessment instrument.	Agreement	3.5 An instructional supervisor was assigned in Region B to facilitate completion of the Practicums and Local School Support Plans by the teachers who received training. Some of the participants completed the follow-up assessment instrument.
3.6 Project participants knowledge, attitude, and application of concepts and strategies of school supervision will be measured by the results of scores from the follow-up assessments.	Agreement	3.6 The "assessment summary sheets" listing the raw scores from the follow-up assessments were submitted to the evaluator.
3.7 The project coordinator with technical assistance from the ECIA Chapter 2 evaluator, will revise the follow-up training assessment instrument, contingent upon changes in the National Teachers Examination supervision section.	Agreement	3.7 There were no changes in the supervision section of the National Teachers Examination therefore, the follow-up training assessment instrument was not revised.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
4.1 The project staff will respond to requests for further technical assistance.	Agreement	4.1 Bruce-Monroe had ten new teachers. The new teachers were paired (as recipients) with peer coaches (1985 trainees) for the completion of training requirements, stated the project coordinator. Technical assistance was also provided for the Quad School Project involving 60 participants, based upon information submitted by the project coordinator.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. Records made available to the ECIA Chapter 2 evaluator by the project coordinator, by June 1986, will show that information has been provided to schools in the District of Columbia through mailings and through a minimum of ten awareness sessions conducted.	Agreement	1. Thirteen awareness sessions were conducted from July 1985 to May 1986 involving 343 teachers and 10 administrators, as evidenced by sign in records observed by the evaluator and evidenced by the RSST Presentation Schedule (local).
2. Records made available by the project coordinator to the ECIA Chapter 2 evaluator, by June 1986, will show that initial training has been provided for the District of Columbia Public Schools pedagogy specialists and special education support staff, and for other schools in the District of Columbia upon request.	Agreement	2. Initial training was provided for 145 teachers and administrators which included the District of Columbia Public Schools pedagogy specialists, special education support staff, and teachers and administrators from All Saints High School (parochial), stated the project coordinator.
3. Results of raw scores from the RSST follow-up assessment instrument submitted by the project coordinator to the ECIA Chapter 2 evaluator, will show a mean score equivalent to 70%.	Agreement	3. Three follow-up sessions were conducted for 116 participants. A sample of raw scores from the RSST follow-up assessment instrument shows a mean score equivalent to 83% which exceeded the mean score equivalent to 70% that was expected.
4. Records submitted by the project coordinator to the ECIA Chapter 2 evaluator by June 1986, will show that technical assistance will be provided to at least five of the trained participants, upon request.	Agreement	4. Two requests for technical assistance were received, providing training for 70 participants exceeding the number of at least five intended.

† Processes numbered to correspond with outcomes

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION MAKING

Reporting Form

Goal: To provide requesting D.C. schools and school districts throughout the United States with a training program that will (a) present a non-threatening, non-evaluative supervision process/model to help teachers to become more proficient in their classroom instruction; and (b) provide school personnel with a procedure for developing a local school resident supervisory support program.

Objective B: By June 1986 information about the RSST program will have been disseminated nationwide and training provided on request.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs a-d and g-l are the same as in objective A.	Agreement	k. Sites were selected by requesting agencies and were adequate, stated the project coordinator.
m. Awareness and training session participants from schools, school districts and agencies	Agreement	m. Awareness and training sessions were evidenced by the RSST Presentation Schedule and telephone log. Appendix C.
n. Monitoring and evaluation materials	Agreement	n. Materials developed were the AWARENESS SESSION EVALUATION form, two monitoring forms CLINICAL SUPERVISION PEER COACHING RECIPIENTS and CLINICAL SUPERVISION PEER COACHES DATA GATHERING, and the evaluation form CLINICAL SUPERVISION IMPLEMENTATION REPORT. These forms are located in Appendixes D through F.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The project staff will disseminate information about the program by letters, telephone calls, brochures, audio and video tapes and conference presentations.	Agreement	1.1 Dissemination was evidenced by the RSST Correspondence Log-outgoing section and the telephone log. State facilitators in all states and the U.S. Virgin Islands have been disseminated a copy of the 30 minute video tape, stated the project coordinator.
1.2 The project staff will disseminate information about the program through awareness sessions to requesting schools, school districts and agencies.	Agreement	1.2 Twenty-seven awareness sessions for 747 participants were held in ten states, and documented in the RSST Presentation Schedule (National) Appendix C.
2.1 The project staff will provide initial training to requesting schools, school districts and agencies.	Agreement	2.1 Thirty-four training sessions were conducted for 932 participants. Training sites were in 13 states (Massachusetts, Maine, Georgia, South Carolina, Indiana, Illinois, New York, Tennessee, Rhode Island, New Hampshire, Vermont, New Jersey, North Carolina) and the U.S. Virgin Islands as documented in Appendix C.
2.2 The project staff will provide follow-up training to requesting schools, school districts and agencies.	Agreement	2.2 Twenty-two follow-up sessions were conducted in seven states for 424 participants, see Appendix C. Assessment Summary Sheets listing the raw scores were submitted to the evaluator.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.3 The project staff will provide technical assistance (implementation and evaluation) to requesting schools, school districts and agencies which have adopted the program.	Agreement	2.3 Technical assistance was provided May 28-30 in Mohawk, Saratoga Springs and Herkimer, New York, for 42 participants stated the project coordinator.
2.4 The project staff will develop and pilot a monitoring form for use with schools, school districts and agencies implementing the program.	Ageement	2.4 Two forms were developed and piloted, the Clinical Supervision Peer Coaching Recipient's Form and the Clinical Supervision Peer Coaches Data Gathering Form. See Appendix E.
2.5 The project staff will develop and pilot an evaluation form to determine the use of the program in schools, school districts and agencies adopting the program.	Agreement	2.5 An evaluation form, Administrator's SY 1985-86 Clinical Supervision Implementation Report, was developed. See Appendix F.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

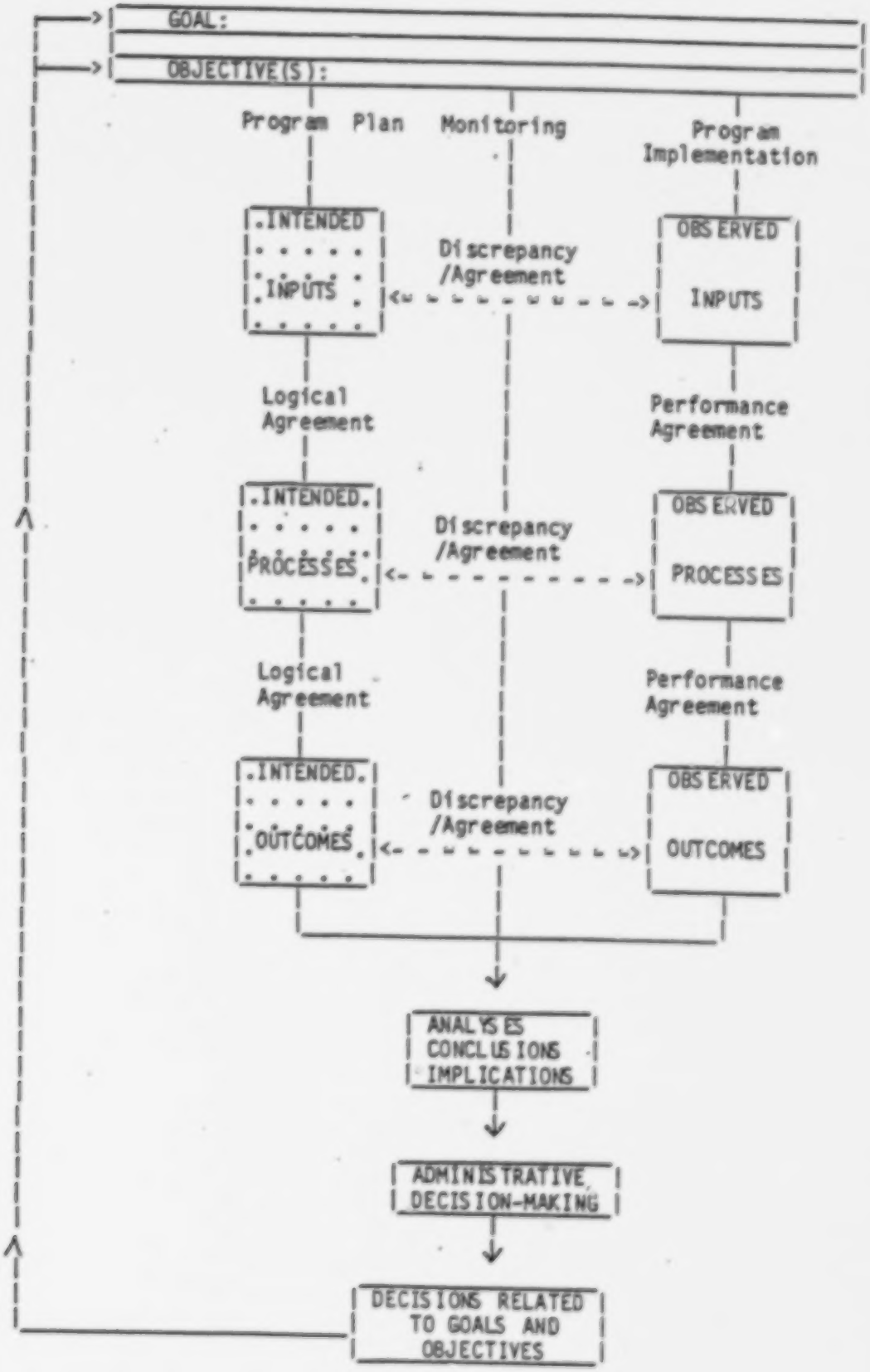
INTENDED	STATUS	OBSERVED
1. By June 1986, records of materials distributed and awareness presentations held, submitted to the ECIA Chapter 2 evaluator by the project coordinator, will show that project information has been disseminated nationwide.	Agreement	1. The RSST Correspondence Log-outgoing section and the telephone log document the dissemination of information to all states and the U.S. Virgin Islands, and were examined by the evaluator. Appendix G contains a sample of dissemination materials. Awareness presentations were conducted for 747 participants located in twelve states and the U.S. Virgin Islands, totalling 27 sessions.
2. By June 1986, records submitted to the ECIA Chapter 2 evaluator by the project coordinator, will show a minimum of 30 adoptions of the RSST program nationwide.	Agreement	2. Thirty-four sessions were conducted training 932 participants in 13 states and the U.S. Virgin Islands, as evidenced by the RSST Presentation Schedule (National) Appendix C and, resulted in 205 adoptions of the program nationwide. See Appendix H.

† Processes numbered to correspond with outcomes

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

RSST PRESENTATION SCHEDULE (LOCAL)

(LOCAL)

7/1/85 - 6/30/86

Presenter(s)	Date	Type	Site	Contact Person	Audience Adm./Trs./Total			Adoption
July, 1985								
• R. Huff D. Carter	7/16/85	Awareness	Washington, D.C.	Miguel Selenis, Administrator Portland, Oregon	1	0	1	N/A
August, 1985								
• R. Huff	8/15/85	Awareness	Washington, D.C. (Supt's. Office)	Houston Conley, Executive Asst. to Superintendent	1	0	1	N/A
September, 1985								
• R. Huff	9/10/85	Awareness (On-Site Visit)	Washington, D.C. Shaed School	Shirley Menendez, State Facilitator Illinois	1	0	1	N/A
• R. Huff	9/17/85	Awareness	Draper School	Edward Stewart, Principal	1	0	1	N/A
• R. Huff	9/18/85	Awareness	Washington, D.C. (Bryan ES)	Gretchen Lofland, Principal	1	26	27	N/A
October, 1985								
• R. Huff	10/ 4/85	Follow-Up	Washington, D.C. Rabaut JHS	Sondra Legall, Assistant for Instruction Region B	2	18	20	N/A
• R. Huff	10/11/85	Awareness	Washington, D.C.	Bob Carlson, Special Assistant for Corporate Involvement	1	0	1	N/A
• R. Huff/ D. Carter	10/24-25/85	Training	Washington, D.C.	Clara Rogers, Secondary School Improvement	0	24	24	15

PRESENTATION SCHEDULE

(LOCAL)

7/1/85 - 6/30/86

Presenter(s)	Date	Type	Site	Contact Person	Audience Adm./Trs./Total			Adoption
November, 1985								
• R. Huff	11/6/85	Follow-Up	Washington, D.C. (Bruce-Monroe)	Alma Felder, Principal	1	35	36	N/A
• R. Huff/ M. Parker	11/25-26/85	Training	Washington, D.C. (Shaed)	Clara Rogers, Secondary School Improvement	1	15	16	11
December, 1985								
• R. Huff	12/12-13/85	Training	Washington, D.C. (Shaed)	Joyce Armstrong, Special Ed. Supv. Region C	1	23	24	20
January, 1986								
• R. Huff	1/9/86	Awareness (On-Site Visit)	Washington, D.C. (Shaed School)	Jerrold Hopfen-gardner, Dayton Ohio University	1	0	1	N/A
February, 1986								
•								
March, 1986								
• R. Huff/ D. Carter/ M. Parker	3/17-18/86	Training	Washington, D.C. (Draper)	Edward Stewart, Principal	5	28	33	12
• R. Huff	3/13/86	Awareness	Staff Develop-ment Conference	E. Louise White, Marie Reed Center	-	-	225	N/A

PRESENTATION SCHEDULE

(LOCAL)

7/1/85 - 6/30/86

Presenter(s)	Date	Type	Site	Contact Person	Audience Adm.	Trs.	Total	Adoption
• R. Huff	3/19/86	Awareness (On-site Visit)	Shaed, E.S.	Leonard BearKing, Superintendent GrandForks, N.D.	1	0	1	N/A
• R. Huff	3/20/86	Awareness	Washington, D.C. Teachers Convention (Convention Center)	Susan Williams, Director District Facilitator Project	0	85	85	N/A
April, 1986								
• D. Carter/ M. Parker	4/21/86	Awareness (On-site Visit)	Shaed, E.S. Dunbar SHS	Sylvia Campbell, Marilyn David, Charlotte Amalie, H.S.	0	2	2	N/A
• R. Huff	4/24/86	Awareness	Marie Reed Center	E. Louise White, Director	0	2	2	N/A
• R. Huff F. Plummer	4/28-29/86	Training	Phelps C.C.	James Peal, Principal	0	26	26	11
• D. Carter/ M. Parker	4/28-29/86	Training	Shaed E.S.	Delores Carter, Principal	5	17	22	9
May, 1986								
• R. Huff D. Carter/ M. Parker	5/6/86	Awareness	Washington, D.C. (Shaed) (On-site Visit)	Charles Ivory, Superintendent and Team. Dr. Bean School Pine Hill, N.J.	2	3	5	N/A
June, 1986								
• R. Huff	6/16-17/86	Follow-Up (Quad School)	Fredericks-burg, Va.	Constance Clark, Gretchen Lofland			60	N/A

PRESENTATION SCHEDULE

(LOCAL)

7/1/85 - 6/30/86

As of June 30, 1986

- Thirteen (13) Awareness Sessions - Involving 353 Adm./Trs.
- Six (6) Training Sessions - Involving 145 Adm./Trs.
- Three (3) Follow-Up Sessions - Involving 116 Adm.Trs.
- Seventyeight (78) Adoptions in D.C.P.S. And Local Parochial Schools.

APPENDIX C

RSST PRESENTATION SCHEDULE (NATIONAL)

(NATIONAL)

7/1/85 - 6/30/86

Presenter(s)	Date	Type	Site	Contact Person	Audience Adm./Trs./Total				Adoptions
• R. Huff	7/10-11/85	Awareness	Indianapolis, Indiana	Lynwood Erb, State Facilitator	7	1	8		N/A
• R. Huff	7/18/85	Awareness	Gatlingburg, Tennessee	Reginald High, State Facilitator	11	0	11		N/A
• D. Carter	8/5-6/85	Training	York, Maine	Bob Shafto, State Facilitator	4	11	15		3
• D. Carter	8/6/85	Awareness	Saco, Maine	Bob Shafto, State Facilitator	3	3	6		N/A
• R. Huff/ D. Carter	8/8-9/85	Training	Lewiston, Maine	Bob Shafto, State Facilitator	4	35	39		5
• R. Huff/ S. Doughty	8/12-13/85	Training	Lisbon, Maine	Bob Shafto, State Facilitator	7	30	37		5
• R. Huff	8/19/85	Awareness	Hobart, Indiana	Linda Harding, Superintendent	12	0	12		N/A
• S. Doughty D. Carter	8/19-20/85	Training	Freeport, Maine	Bob Shafto, State Facilitator	6	22	28		4
• S. Doughty	8/29-30/85	Training	Saco, Maine	Bob Shafto, State Facilitator	4	24	28		8
• R. Huff	8/30/85	Awareness (Tele-Conference)	San Jose' California	B. J. Confer, Teleconference Coordinator		100	100		N/A

RSST PRESENTATION SCHEDULE
(NATIONAL)

7/1/85 - 6/30/86

Presenter(s)	Date	Type	Site	Contact Person	Audience Adm./Trs./Total				Adoptions
• R. Huff	9/23-25/86	Awareness	Springfield/ Waterbury, Burlington, Vermont	John Udis, State Facilitator	19 25 27	9 5 3	28 30 30		N/A
• D. Carter S. Doughty	9/25/85	Follow-Up	Lincoln, Maine	Bob Shafto, State Facilitator	3	13	16		N/A
• D. Carter	9/26-27/85	Training	Salem, Massachusetts	Annette Stavros, State Facilitator	0	19	19		3
• R. Huff	10/1/85	Awareness	Daytona Beach Florida	Shirley Eikeland, State Facilitator	11	0	11		N/A
• S. Doughty	10/3/85	Follow-Up	Madawaska (Frenchville) Maine	Bob Shafto, State Facilitator	4	20	24		N/A
• C. Harding	10/3/85	Awareness	Lisbon, Maine	Bob Shafto, State Facilitator	7	5	12		N/A
• S. Doughty	10/4/85	Awareness	Presque Isle, Maine	Bob Shafto, State Facilitator	8	5	13		N/A
• S. Doughty	10/9/85	Awareness	Kennebunk, Maine	Bob Shafto, State Facilitator	2	5	7		N/A
• R. Huff	10/9-10/85	Training	Pamplico, South Carolina	Paul Vivian, Superintendent	6	11	17		4
• S. Doughty	10/11/85	Awareness	Scarborough, Maine	Bob Shafto, State Facilitator	1	33	34		N/A

RSST PRESENTATION SCHEDULE

(NATIONAL)

7/1/85 - 6/30/86

Presenter(s)	Date	Type	Site	Contact Person	Audience Adm./Trs./Total				Adoptions
• R. Huff C. Clark	10/14-17/85	Training	Appling, Georgia	Connie Davis, Executive Asst.	34	49	83		13
• D. Carter	10/21-22/85	Training	Greer, South Carolina	Helen Dickson, Northeast area Office	43	2	45		25
• D. Carter	10/28-29/85	Training	Salem, Massachusetts	Annette Stavros,	0	19	19		3
• R. Huff/ C. Gilchrist	10/29-30/85	Training	Hobart, Indiana	Bill Cope, Principal	1	17	18		2
• R. Huff/ C. Gilchrist	10/29-30/85	Training	Iuka, Illinois	Bob Dupriest, Superintendent	1	2	3		1
• S. Doughty	10/30/85	Awareness	Jay, Maine	Bob Shafto, State Facilitator	5	0	5		N/A
• S. Doughty	11/4/85	Follow-Up	Windom, Maine	Bob Shafto, State Facilitator	4	31	35		N/A
• S. Doughty	11/8/85	Follow-Up	Lisbon, Maine	Bob Shafto, State Facilitator	0	29	29		N/A
• S. Doughty	11/11/85	Awareness	Springfield, Vermont	Bob Shafto, State Facilitator	0	40	40		N/A
• S. Doughty	11/11/85	Awareness	Bucksport, Maine	Bob Shafto, State Facilitator	5	5	10		N/A
• D. Carter	11/11-12/85	Training	Greer, South Carolina	Helen Dickson, Northeast Area Off.	16	0	16		8
• S. Doughty	11/20/85	Follow-Up	Skowhegan, Maine	Bob Shafto, State Facilitator	1	6	7		N/A
• S. Doughty	12/2/85	Follow-Up	Saco, Maine	Bob Shafto, State Facilitator	0	23	23		N/A

RSST PRESENTATION SCHEDULE

(NATIONAL)

7/1/85 - 6/30/86

Presenter(s)	Date	Type	Site	Contact Person	Audience Adm./Trs./Total			Adoptions
• R. Huff/ M. Parker	12/3-4/85	Training	Saratoga, New York	Jim Arnold, Saratoga BOCES	9	22	31	8
• S. Doughty	12/4-5/85	Training	Scarborough, Maine	Bob Shafto, State Facilitator	1	6	7	1
• R. Huff	12/5-6/85	Training	Herkimer, New York	Alan Osterhoudt, Herkimer BOCES	8	41	49	13
• S. Doughty	12/6/85	Follow-Up	Lewiston, Maine	Bob Shafto, State Facilitator	0	17	17	N/A
• S. Doughty	12/13/85	Follow-Up	Lisbon, Maine	Bob Shafto, State Facilitator	0	29	29	N/A
• S. Doughty	12/16-17/85	Training	Kennebunk, Maine	Bob Shafto, State Facilitator	4	19	23	6
• R. Huff	12/18-19/85	Training	Knoxville, Tennessee	Reginald High, State Facilitator	7	3	10	10
• S. Doughty	1/7/86	Awareness	Portland, Maine	Bob Shafto, State Facilitator	22	28	50	N/A
• S. Doughty	1/8/86	Awareness	Augusta, Maine	Bob Shafto, State Facilitator	17	15	32	N/A
• R. Huff	1/12-17/86	Training	St. Croix, St. Thomas, Virgin Islands	Phyllis Betz, State Facilitator	8 8	10 13	18 21	5 6
• R. Huff/ C. Clark	1/24/86	Follow-Up	Appling, Georgia	Connie Davis, Executive Asst.	17 12	23 22	40 34	N/A N/A
• R. Huff	1/27-28/86	Awareness	Bismarck, North Dakota	Pat Herbal, State Facilitator	25	2	27	N/A

RSST PRESENTATION SCHEDULE

(NATIONAL)
7/1/85 - 6/30/86

Presenter(s)	Date	Type	Site	Contact Person	Audience Adm.	Trs.	Total	Adoptions
• R. Huff	1/31/86	Follow-Up	Pamplico, South Carolina	Paul Vivian, Superintendent	6	10	16	N/A
• S. Doughty	2/3-4/86	Training	Augusta, Maine	Bob Shafto, State Facilitator	2	26	28	12
• S. Doughty	2/14/86	Training	Livermore Falls, Maine	Bob Shafto, State Facilitator	0	25	25	None (An Expansion
• D. Carter	2/17-19/86	Awareness	Columbus, Savannah, Georgia	India Broyles, State Facilitator	5 32	6 7	11 39	N/A N/A
• D. Carter	2/17/86	Follow-Up	Greer, South Carolina	Helen Dickson, Northeast Area Off.	18	4	22	N/A
• D. Carter	2/18/86	Follow-Up	Greer, South Carolina	Helen Dickson, Northeast Area Off.	21	0	21	N/A
• D. Carter	3/1/86	Awareness	San Francisco, California	Helen Dobrosky, ASCD Conference Chairperson	38	21	59	N/A
• S. Doughty	3/4-5/86	Training	Cortland, New York	Norman Palin, EFC Manager	3	15	18	5
• S. Doughty	3/6/86	Follow-Up	(Trumansburg) Ithaca, New York	Norman Palin, EFC Manager	1	9	10	N/A
• S. Doughty	3/19/86	Follow-Up	Scarborough, Maine	Bob Shafto, State Facilitator	1	5	6	N/A

RSST PRESENTATION SCHEDULE

(NATIONAL)
7/1/85 - 6/30/86

Presenter(s)	Date	Type	Site	Contact Person	Audience Adm.	Trs.	Total		Adoptio
S. Doughty	3/20/86	Awareness	Berwick, Maine SAD #60	Bob Shafto, State Facilitator	2	15	17		N/A
S. Doughty	3/21/86	Training	Lewiston, Maine	Bob Shafto, State Facilitator	2	26	28		2
S. Doughty	3/27/86	Follow-Up	Freeport, Maine	Bob Shafto, State Facilitator	0	7	7		N/A
S. Doughty	3/28/86	Follow-Up	Kennebunk, Maine	Bob Shafto, State Facilitator	3	23	26		N/A
S. Doughty	4/3-4/86	Training	Charlotte, Vermont	Howard Vermain, State Facilitator	4	17	22		6
S. Doughty	4/9-16/86	Training	Lewiston, Maine	Bob Shafto, State Facilitator	2	26	28		2
S. Doughty	4/11/86	Follow-Up	Augusta, Maine	Bob Shafto, State Facilitator	2	13	15		N/A
S. Doughty	4/14-15/86	Training	West Warwick, Rhode Island	Faith-Fogle Donmoyer, State Facilitator	3	12	15		1
D. Carter	4/15/86	Awareness	Las Vegas, Nevada	NAESP Conference RSST Representative	99	16	115		N/A
S. Doughty	4/28/86	Awareness	Topsdam, Maine	Bob Shafto, State Facilitator	2	7	9		N/A

RSBT PRESENTATION SCHEDULE

(NATIONAL)
7/1/85 - 6/30/86

Presenter(s)	Date	Type	Site	Contact Person	Audience Adm./Trs./Total				Adoption
R. Huff/ G. Lofland	5/1-2/86	Training	Mohawk, New York	Bob Heller, Superintendent	1	76	77		2
R. Huff	5/8-9/86	Training	Omaha, Nebraska	Jolleen Lee, Educational Development Center ESCU #3	9	26	36		12
R. Huff	5/12 & 15/86	Training	Portsmouth, New Hampshire	Jared Shady, State Facilitator	6	15	21		6
R. Huff	5/13-14/86	Training	Concord, New Hampshire	Jared Shady, State Facilitator	7	26	33		11
S. Doughty	5/14 & 21/86	Training	Lewiston, Maine	Bob Shafto, State Facilitator	2	26	28		2
S. Doughty	5/20/86	Awareness	Brunswick, Maine	Bob Shafto, State Facilitator	1	7	8		N/A
S. Doughty	5/22-23/86	Training	Cortland, New York	Norman Palin, EFC Manager	1	11	12		3
R. Huff	5/23/86	Awareness	Columbia, South Carolina	Leon Temples, State Facilitator	23	0	23		N/A
S. Doughty	5/28/86	Follow-Up	Cortland, New York	Norman Palin, EFC Manager	1	11	12		N/A
S. Doughty	6/6/86	Follow-Up	Charlotte, Vermont	Howard Vermain State Facilitator	5	13	18		N/A

RSST PRESENTATION SCHEDULE

(NATIONAL)
7/1/85 - 6/30/86

Presenter(s)	Date	Type	Site	Contact Person	Audience Adm./Trs./Total				Adoptions
• S. Doughty	6/18/86	Follow-Up	West Warwick, Rhode Island	Faith Fogle-Donmoyer State Facilitator	1	10	11		N/A
• S. Doughty	6/25/86	Follow-Up	Cortland, New York	Norman Palin EFC Manger	0	6	6		N/A
• R. Huff	6/25-26/86	Training	Winton, North Carolina	Arthur Brown Curriculum Specialist	18	17	35		8

As of June 30, 1986

- Twenty-seven (27) Awareness sessions involving 747 Administrators/Teachers.
- Thirty-four (34) Training sessions involving 932 Administrators/Teachers.
- Twenty-two (22) Follow-Up sessions involving 424 Administrators/Teachers.
- Two-hundred five (205) Adoptions in 13 states, District of Columbia and the U.S. Virgin Islands.

134

50

51

APPENDIX D

AWARENESS SESSION EVALUATION

AWARENESS SESSION EVALUATION

Date _____

School: _____ District: _____

Position: Grade Level(s): _____

Teacher [ ] Subjects(s): _____
Administrator [ ]
Supervisor [ ]
Other [ ] (specify) _____
School: Public [ ] Non-Public [ ]

PLEASE RATE THE PRESENTATION IN EACH CATEGORY:

(Check appropriate boxes)

	Excellent	Very Good	Good	Fair	Poor
1. Content of presentation	[ ]	[ ]	[ ]	[ ]	[ ]
2. Communication of information	[ ]	[ ]	[ ]	[ ]	[ ]
3. Materials	[ ]	[ ]	[ ]	[ ]	[ ]
4. Potential for meeting your needs	[ ]	[ ]	[ ]	[ ]	[ ]

5. Comments: _____

_____

_____ I would like to adopt/adapt this project/program

_____ I would like more information about this project/program.

MAILING INFORMATION: NAME: _____

ADDRESS: _____

CITY: _____

STATE & ZIP CODE: _____

Note: It is very important that you complete this evaluation form and leave it. Thank you for your cooperation.

APPENDIX E

MONITORING FORMS

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS
CLINICAL SUPERVISION PEER COACHING
RECIPIENT'S FORM
SY 1985-1986

I. Position (Please Check One)

Classroom Teacher	[ ]
Resource Teacher	[ ]
(Resident [ ] /Itinerant	[ ])
Librarian/Media Specialist	[ ]
Other (please specify)	[ ]

II. Have you received instructional support from a peer this school year?

yes [ ] No [ ]

III. If yes, please check the clinical supervision component(s) used:

[ ] Pre observation conference
[ ] Classroom observation
[ ] Analysis and Strategy
[ ] Post observation conference
[ ] Post conference analysis

IV. In what ways did you benefit from this peer interaction? (please check)

[ ] I developed a more positive attitude toward instruction supervision.
[ ] I developed a better understanding of the teaching-learning process.
[ ] I improved my classroom performance.
[ ] I developed self analysis skills.
[ ] I feel less isolated in my school environment.
[ ] Other (please specify) _____

_____

_____

_____

_____ _____
School Grade/Subject

_____ _____
Region Date

Please return this form to your principal by April 30, 1986
(No name necessary) Thank you for your cooperation.

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS
CLINICAL SUPERVISION PEER COACHES DATA
GATHERING FORM
SY 1985-1986

Directions: Your assistance is requested in completion of the following items.

I. Position (Please Check One)

Classroom Teacher	[ ]
Resource Teacher	[ ]
Librarian/Media Specialist	[ ]
Other (please specify)	[ ]

_____

II. The approximate number of teachers for whom you provided instructional support this year? _____

III. Please check the number of clinical supervision components you have used with teachers this school year.

	One Experience	More than one Experience (Approx. No.)	None*
A. Pre-observation conference			
B. Observation			
C. Analysis and Strategy			
D. Post-observation conference			
E. Post-conference analysis			

IV. In which of the areas listed in part III do you feel you need additional training?

_____ _____

_____ _____

_____ _____

V. How has this experience been beneficial to you?

_____

_____

VI. Comments: _____

_____

_____

_____ _____ _____

School Region Date

Please return this form to your Principal by April 30, 1986.
(No Name Necessary)

APPENDIX F

EVALUATION FORM

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS (RSST)
(An NDN Developer/Demonstrator Project)
ADMINISTRATOR'S SY 1985-1986 CLINICAL
SUPERVISION IMPLEMENTATION REPORT

PRINCIPAL _____ SCHOOL _____

ADDRESS _____ CITY/STATE _____

ZIP CODE _____ DATE _____

LOCAL SCHOOL PEER SUPPORT COORDINATOR'S NAME _____

Your assistance is requested in completion of the following items. Please return this form to the RSST Office by May 2, 1986.

I. State the number of RSST trainees in your school.

Staff Members		Year Trained
A.	Administrators _____	_____
B.	Classroom Teachers _____	_____
C.	Special Subject Teachers _____	_____
D.	Counselors _____	_____
E.	Librarians/Media Specialists _____	_____
F.	Other (please specify) _____	_____
	_____	_____

II. The Peer Coaching Program has been shared with the school staff this year.

A. Yes _____ Date presented _____

No _____ Date to be presented _____

B. State the successes your staff experienced using the Peer Coaching Program

o _____

o _____

C. How many additional staff members have been trained by the original RSST Trainees? _____

D. How many staff members have received instructional support from RSST Trainees? _____

E. State any concerns relating to implementation of RSST in your building. (Use additional sheet, if necessary)

o _____

o _____

Return to: Rosalie B. Buff, Director (Acting)
Resident Supervisory Support for Teachers
Banneker Academic High School, 800 Euclid Street, N.W.
Washington, D.C. 20001, Route #2

APPENDIX G

DISSEMINATION MATERIALS

Office of Instruction

415 12th Street, N.W.
Washington, D.C. 20004

Resident Supervisory Support
for Teachers
Banneker Academic High School
800 Euclid Street, N.W.
Washington, D.C. 20001

March 4, 1986

Memorandum to: School Principals

From: Rosalie B. Huff, Director
Resident Supervisory Support

Subject: RSST Training (local)

Enclosed, please find current information concerning Resident Supervisory Support for Teachers, an NDN Developer/Demonstrator Project. The one-page description is from the latest edition of Educational Programs That Work.

As you pre-plan for next year by identifying educational thrusts, programs, etc., I would like to present RSST for your consideration. To date, Resident Supervisory Support for Teachers has been adopted by schools/districts in twelve states, the District of Columbia and the Virgin Islands. Adoptions are anticipated in four additional states by June, 1986.

RSST Training Sessions will be held locally, at no cost, in March and April, 1986. If you would like further information on exact dates and/or to register for sessions contact:

Rosalie B. Huff, Director
673-7708

We look forward to hearing from you- until then THINK RSST!!

RBH:dja
Enclosure(s)

TEACHERS HELPING TEACHERS - A PEER CLINICAL APPROACH

PROGRAM DESCRIPTION

This nationally-validated program, developed in the District of Columbia, is designed to improve classroom instruction by training school personnel in concepts and strategies of school supervision with an emphasis on a peer clinical approach. Participants are trained to help teachers identify their strengths and weaknesses.

The clinical approach can be used with elementary and secondary teachers of all disciplines. The ultimate goal of the program is to provide each participating school with a cadre of peer supervisors.

TARGET AUDIENCE

- Administrators
- Classroom Teachers
- Counselors
- Librarians
- Supervisory Personnel

PROGRAM SERVICES

- Inservice Training
- Technical Assistance
- Follow-up Support

INSTRUCTIONAL ACTIVITIES

- Identifying Alternative Supervisory Approaches
- Training in Use of Peer Clinical Supervision Techniques

EVALUATION FINDINGS

- Program participants showed significant gains in knowledge of school supervision.
- Trained participants used clinical supervision techniques with peers.
- Teachers receiving peer support developed
  - a better understanding of the teaching/learning process;
  - improved teaching skills;
  - a more positive attitude toward instructional supervision.

SUPPORT MATERIALS

- Trainer's Manual
- Participant's Handbook
- Transparencies

PROJECT STAFF

Delores C. Carter
Ann S. Ferren
Rosalie B. Huff
Jean S. Rollins

CONTACT PERSON

Rosalie B. Huff
Resident Supervisory Support For Teachers
Banneker Academic High School
800 Euclid Street, N.W.
Washington, D.C. 20001
(202) 673-7708

(Clip & Mail)

PLEASE SEND:
- ☐ Additional Information
- ☐ Order Blank & Price List

I'M INTERESTED IN:
- ☐ An Awareness Presentation
- ☐ Sponsoring A Training Seminar in My Area
- ☐ Visiting A Demonstration Site
- ☐ Other: _____

Name: _____ School: _____
Position: _____ Address: _____
Telephone: _____ City: _____
State: _____ Zip Code: _____

APPENDIX H

ADOPTION SUMMARY SHEET

Resident Supervisory Support
for Teachers

ACTIVITY SUMMARY SHEET
7/1/85 - 6/30/86

Type of Activity	State/Territory	# Adoptions
A	California	-
A	Florida	-
A/T/F	Georgia	13
T	Illinois	1
A/T	Indiana	2
A/T/F	Maine	50
A/T/F	Massachusetts	6
T	Nebraska	12
A	Nevada	-
T	New Hampshire	17
T/F	New York	31
T	North Carolina	8
T/F	Rhode Island	1
A/T/F	South Carolina	37
A/T	Tennessee	10
A/T/F	Vermont	6
T	Virgin Islands	11
A/T/F	Washington, D.C.	78

* A - AWARENESS
* T - TRAINING
* F - FOLLOW-UP

APPENDIX I

A PAPER: ADOPTING SUPERINTENDENT

FEB 12 : 0

SUPERVISION IN RURAL SOUTH CAROLINA- ALIVE AND WELL

by

Dr. T. Paul Vivian, Superintendent
Florence School District Two

The Defined Minimum Program of South Carolina establishes that a principal will spend fifty percent of his/her time in the improvement of instruction. Many administrators ask how they can supervise classroom teaching, perform other managerial duties, adhere to numerous state mandates, and remain effective as an instructional supervisor. The request is not only possible, but necessary. The next step is to decide the logistics of who supervises and by what means.

Approximately two years ago, Florence School District Two administrators chose to implement an aggressive instructional supervision plan. Formal teacher evaluation cycles were implemented using defined expectations. Administrators began to regularly supervise instruction informally in an effort to provide support for teachers and to establish a formative supervision pattern.

The plan was judged successful based on informal and formal feedback as well as a continual rise in CTBS and BSAP district test scores.

However, a district survey indicated that teachers wanted a more active role in supervision and desired to visit the classrooms of their peers. In a small rural district, the logistics of this plan appeared perplexing. The question was how to train the teachers to supervise and how to provide for classroom release time without additional dollar expenditures. The answer to this dilemma for Florence School District Two was Resident Supervisory Support for Teachers (RSST).

RSST is an approved National Diffusion Network project. Funding for this project was provided through a school grant that was established as part of the South Carolina Education Improvement Act of 1984. This nationally validated program, developed in the District of Columbia is designed to improve classroom instruction by training school personnel in concepts and strategies of school supervision with an emphasis on a peer clinical approach. Participants are trained to help teachers identify their strengths and weaknesses. The clinical approach can be used with teachers of all disciplines. The ultimate goal of the program is to provide each participating school with a cadre of peer supervisors.

Teacher evaluation which is generally an administrative appraisal of a teacher's performance often has the purpose of assessing classroom management, instructional performance, and professional responsibilities in addition to other areas of responsibility. Teacher supervision, however, is the interaction between a supervisor and supervisee with the intent of improving classroom instruction. The purpose of teacher supervision is to help teachers: identify their strengths and weaknesses; capitalize on their strengths; improve on their weaknesses; maintain effective teaching behavior; and grow professionally by extending their skills. Moreover, peer supervision is the interaction of two teachers to improve classroom instruction. The purpose of peer supervision is to help teachers by providing a mechanism for a peer coaching program, and implementing a non-threatening, non-evaluative support system.

Peer Supervision closely parallels Robert Goldhammer's Clinical Supervision Model which may be defined as a systematic, rational, sequenced, analytic process which allows the teacher and the supervisor to cooperatively plan, gather data, analyze, and treat the teacher's classroom performance. The

goal of clinical supervision is to help the teacher capitalize on his/her strengths, compensate for his/her weaknesses and develop his/her own individual teaching style. Goldhammer developed five stages in his model: 1) the pre-observation conference; 2) the observation; 3) analysis and strategy; 4) the post-observation conference; and 5) the post conference analysis.

Several Florence School District Two teachers and administrators were trained at the beginning of the 1985-86 school year by representatives of RSST. The goal of the school district concerning RSST is to: 1) systematically train all teachers in the techniques of peer supervision; and 2) to provide continual inservice training on improving teaching patterns and methods of improving teacher behaviors. Although the RSST program is appropriate for all teacher experience levels, this program is particularly valuable in assisting veteran teachers to further improve their skills and provide assistance in areas of needed improvement.

Release time by teachers to implement this project will be eased greatly by the use of video-taping teaching lessons and reviewing the tapes later. RSST trained media specialists will be instrumental in facilitating this process as well.

In summary, instructional supervision can be employed regularly regardless of the number of supervisors employed in a school district. Often alternate means must be employed other than traditional supervision models. Hopefully, peer supervision in Florence School District Two will indeed keep supervision in rural South Carolina alive and well!

Sources:

Goldhammer, Robert, Anderson, Robert H., and Krajewski, Robert J. Clinical Supervision: Special Methods for the Supervision of Teachers, Second Edition, New York: Holt, Rinehard and Winston, Incorporated, 1980.